

E B Morse Elementary

200 Parkview Drive
Laurens, South Carolina 29360

Grades	PK-5 Elementary School	
Enrollment	667 Students	
Principal	Dianne Simmons	864-984-7777
Superintendent	Edgar C. Taylor, Ed.D.	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	20	75	11	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Good	Yes
2005	Good	Below Average	No
2006	Average	Unsatisfactory	Yes

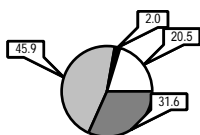
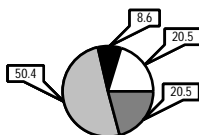
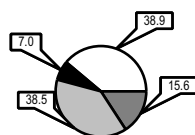
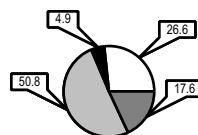
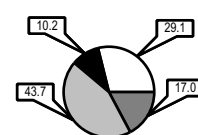
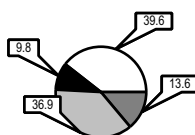
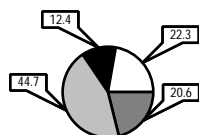
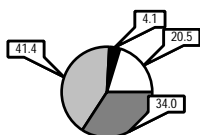
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	254	98.0	18.8	46.9	32.2	2.1	46.9	Yes	Yes
Gender									
Male	148	98.6	22.5	48.6	27.5	1.4	40.8	N/A	N/A
Female	106	97.2	13.4	44.3	39.2	3.1	55.7	N/A	N/A
Racial/Ethnic Group									
White	121	99.2	12.9	37.1	45.7	4.3	61.2	Yes	Yes
African American	132	97.0	24.6	56.6	18.9	0.0	32.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	205	99.0	11.3	50.0	36.6	2.1	52.6	N/A	N/A
Disabled	49	93.9	51.1	33.3	13.3	2.2	22.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	98.0	18.8	46.9	32.2	2.1	46.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	254	98.0	18.8	46.9	32.2	2.1	46.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	168	97.6	25.8	50.3	23.9	0.0	37.4	Yes	Yes
Full-pay meals	86	98.8	6.0	40.5	47.6	6.0	64.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	254	99.2	19.8	50.8	20.7	8.7	50.8	Yes	Yes
Gender									
Male	148	99.3	20.3	47.6	20.3	11.9	51.7	N/A	N/A
Female	106	99.1	19.2	55.6	21.2	4.0	49.5	N/A	N/A
Racial/Ethnic Group									
White	121	99.2	13.8	49.1	23.3	13.8	62.1	Yes	Yes
African American	132	99.2	25.6	52.0	18.4	4.0	40.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	205	100.0	14.3	51.5	24.5	9.7	57.1	N/A	N/A
Disabled	49	95.9	43.5	47.8	4.3	4.3	23.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	99.2	19.8	50.8	20.7	8.7	50.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	254	99.2	19.8	50.8	20.7	8.7	50.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	168	98.8	25.5	51.6	17.8	5.1	42.0	Yes	Yes
Full-pay meals	86	100.0	9.4	49.4	25.9	15.3	67.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	254	100.0	38.9	38.5	15.6	7.0	22.5
Gender							
Male	148	100.0	34.0	40.3	17.4	8.3	25.7
Female	106	100.0	46.0	36.0	13.0	5.0	18.0
Racial/Ethnic Group							
White	121	100.0	23.9	40.2	23.9	12.0	35.9
African American	132	100.0	52.4	37.3	7.9	2.4	10.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	205	100.0	36.2	38.8	17.3	7.7	25.0
Disabled	49	100.0	50.0	37.5	8.3	4.2	12.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	38.9	38.5	15.6	7.0	22.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	254	100.0	38.9	38.5	15.6	7.0	22.5
Socio-Economic Status							
Subsidized meals	168	100.0	47.8	38.4	8.8	5.0	13.8
Full-pay meals	86	100.0	22.4	38.8	28.2	10.6	38.8

Social Studies							
All Students	254	100.0	26.6	50.8	17.6	4.9	22.5
Gender							
Male	148	100.0	25.0	47.9	20.1	6.9	27.1
Female	106	100.0	29.0	55.0	14.0	2.0	16.0
Racial/Ethnic Group							
White	121	100.0	21.4	44.4	24.8	9.4	34.2
African American	132	100.0	31.7	57.1	10.3	0.8	11.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	205	100.0	23.0	51.0	20.9	5.1	26.0
Disabled	49	100.0	41.7	50.0	4.2	4.2	8.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	254	100.0	26.6	50.8	17.6	4.9	22.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	254	100.0	26.6	50.8	17.6	4.9	22.5
Socio-Economic Status							
Subsidized meals	168	100.0	32.7	52.8	11.3	3.1	14.5
Full-pay meals	86	100.0	15.3	47.1	29.4	8.2	37.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	83	100.0	15.8	44.7	32.9	6.6	39.5
	4	89	100.0	11.8	49.4	37.6	1.2	38.8
	5	80	100.0	16.2	60.8	21.6	1.4	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	99.0	11.9	42.6	42.6	3.0	45.5
	4	74	95.9	24.3	55.7	18.6	1.4	20.0
	5	76	98.7	23.5	44.1	30.9	1.5	32.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	83	100.0	22.4	53.9	15.8	7.9	23.7
	4	89	100.0	7.1	48.2	31.8	12.9	44.7
	5	80	100.0	10.8	52.7	27.0	9.5	36.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	23.5	48.0	27.5	1.0	28.4
	4	74	98.6	19.4	50.0	18.1	12.5	30.6
	5	76	98.7	14.7	55.9	13.2	16.2	29.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	83	100.0	32.9	34.2	23.7	9.2	32.9
	4	89	100.0	35.3	41.2	12.9	10.6	23.5
	5	80	100.0	45.9	36.5	8.1	9.5	17.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	38.2	39.2	17.6	4.9	22.5
	4	74	100.0	38.4	42.5	13.7	5.5	19.2
	5	76	100.0	40.6	33.3	14.5	11.6	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	83	100.0	22.4	55.3	13.2	9.2	22.4
	4	89	100.0	11.8	62.4	21.2	4.7	25.9
	5	80	100.0	33.8	54.1	5.4	6.8	12.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	104	100.0	21.6	50.0	22.5	5.9	28.4
	4	74	100.0	30.1	52.1	15.1	2.7	17.8
	5	76	100.0	30.4	50.7	13.0	5.8	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 667)				
First graders who attended full-day kindergarten	95.7%	Down from 100.0%	100.0%	100.0%
Retention rate	4.9%	Down from 5.8%	3.1%	2.8%
Attendance rate	96.8%	Up from 96.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%	Down from 2.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%	Down from 2.0%	0.0%	0.0%
Eligible for gifted and talented	7.4%	Up from 6.5%	10.1%	10.4%
On academic plans	36.4%	N/AV	39.2%	33.6%
On academic probation	0.0%	N/AV	1.8%	1.0%
With disabilities other than speech	5.9%	Down from 7.5%	8.3%	7.5%
Older than usual for grade	4.5%	Down from 5.8%	0.9%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	43.2%	Up from 40.5%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.5%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.0%	0.0%	0.0%
Teachers returning from previous year	80.6%	Up from 80.3%	87.7%	87.3%
Teacher attendance rate	89.8%	Down from 94.3%	94.8%	94.9%
Average teacher salary	\$40,349	Up 3.9%	\$42,394	\$42,485
Prof. development days/teacher	20.4 days	Up from 20.1 days	14.0 days	13.3 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.8 to 1	18.3 to 1	18.6 to 1
Prime instructional time	85.2%	Down from 88.7%	89.3%	89.7%
Dollars spent per pupil*	\$5,525	Up 4.1%	\$6,338	\$6,557
Percent of expenditures for teacher salaries*	63.3%	Up from 62.5%	63.5%	64.0%
Percent of expenditures for instruction*	67.8%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

E. B. Morse Elementary School had a challenging 2005 - 2006 school year. We experienced many hardships and illnesses among our students and faculty. Even with all of these challenges, we feel that our students experienced a growing year academically.

Our school report card for 2005 - 06 had an Absolute rating of Good and a Below Average rating on improvement. We met eighteen of nineteen objectives for Adequate Yearly Progress, which meant that we did not make AYP expectations. Our goals for the year focused on making improvements in achievement and meeting all nineteen objectives required for our school.

Three times during the school year our students in second through fifth grades were assessed with the online assessment Measures of Academic Progress. Results of these assessments were shared with parents. Teachers analyzed the results and utilized this information to plan classroom instructional opportunities. Students knew what their goals were and worked hard to achieve those goals.

Professional development was provided for all teachers on a weekly basis. Almost all of the professional staff participated in the literacy study group led by our Literacy Coach. Our Math Coach provided bi-weekly professional development in mathematics. Our instructional coaches have worked diligently with teachers to help them to understand the MAP data and South Carolina curriculum standards. They have also helped teachers to plan and deliver instruction based on the needs of our students.

E. B. Morse Elementary School continued as a School-wide Title I school. With the federal funds from Title I, we provided two Reading Recovery teachers who supported struggling first grade students, a computer lab monitor, reduced class size in first grade, an early childhood and Montessori instructional coach, and classroom materials.

For the second year, E. B. Morse Elementary School was recognized by the Education Oversight Committee for making significant academic gains with populations in our school who typically score lower than others. Our students eligible for free or reduced price meals are scoring higher than anticipated in mathematics as compared to similar students across the state. We are proud of their accomplishments and the work of their teachers.

Wilma Tribble, media specialist, was our Teacher of the Year. Grant awards of about \$10,000 came to our school to support improved student achievement. Our PTO began a playground project that will enhance how our grounds look and provide additional play opportunities for students.

We are dedicated to the belief that all of our students can learn when provided learning experiences designed to meet their needs. We have much to be proud of at E. B. Morse Elementary School.

Kathy B. Weir, Principal
Elizabeth Towles, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	71	31
Percent satisfied with learning environment	97.1%	90.1%	72.4%
Percent satisfied with social and physical environment	91.2%	92.3%	83.3%
Percent satisfied with school-home relations	82.4%	95.4%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.